

# Behaviour Curriculum 2023-2024

At Stimpson Avenue Academy, we want to prepare our pupils for the life that lies ahead of them and believe that explicit teaching of outstanding behaviour is an integral part of this. Our behaviour curriculum has been designed to build our pupils' character, preparing them for a successful future. Through our behaviour curriculum, we teach outstanding behaviour through clear expectations, routines and opportunities for all staff and children to rehearse, model and refine these behaviours. We want our pupils to understand how and why we behave and to have frequent opportunities to practise doing so, in order for these behaviours to become intrinsic in their day to day lives. Our behaviour curriculum is designed to be accessible for pupils from Nursery to Year Six and is adapted to suit the needs of all pupils including those with SEND and other additional needs – we want every child to succeed.



*Every child deserves to be the best they can be.*



Intent—  
aspirations for  
our pupils



At Stimpson Avenue Academy, we want exemplary behaviour to be an unspoken expectation. Our behaviour curriculum is based around:

- ⇒ Teaching, not telling, children how to behave
- ⇒ Ensuring all adults are calm, consistent and fair in their response to behaviour
- ⇒ Having clear and concise expectations, routines, rewards and sanctions that everyone follows
- ⇒ Focusing explicitly on positive behaviour: recognising, describing and explaining what we want to see
- ⇒ Adapting our approaches, where needed, for specific pupils with additional needs

Implementation—  
teaching the



We believe that, in order for pupils to behave well, they must not only be taught explicitly, but be given plenty of opportunity to rehearse, practise and refine their behaviour. Our behaviour curriculum is based on a firm foundation of research such as Rosenshine’s principles of instruction and Willingham’s ideas about memory. Students can improve their confidence and fluency of behaviour routines and expectations by engaging in plenty of practice – so our curriculum is designed to do just that. Our teachers will dedicate plenty of time over the first few weeks reminding, practising and reinforcing these behaviours and will continue to do so throughout the year, as necessary.

The process for teaching behaviour explicitly is as follows

**IDENTIFY** the behaviour we expect

Explicitly **TEACH** behaviour

**MODEL** the behaviour we are expecting

**PRACTISE** behaviour

**NOTICE** excellent behaviour

**CREATE** conditions for excellent behaviour

It is important that all school staff know the details of this curriculum, teach it explicitly to children and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach with minimal disruptions to learning.

**Our school motto is...** *We dream. We believe. We achieve.*



**Our core values are...**

September	<b>Respect</b>	March	<b>Team Spirit</b>
October	<b>Collaboration</b>	April	<b>Honesty</b>
November	<b>Resilience</b>	May	<b>Creativity</b>
December	<b>Friendship</b>	June	<b>Kindness</b>
January	<b>Independence</b>	July	<b>Aspiration</b>
February	<b>Responsibility</b>		

**Our behaviour principles are...**

 Be Ready	 Be Respectful	 Be Safe
<p>We arrive at school on time, every time</p> <p>We get to lessons on time.</p> <p>We wear the correct uniform with pride and have the right clothes for PE and playing outdoors.</p> <p>We make sure we have the right equipment for the day.</p> <p>We take part fully in lessons and show resilience.</p>	<p>We always listen when an adult is talking.</p> <p>We always listen to pupils in our class giving ideas and feedback.</p> <p>We are polite and show good manners to everyone.</p> <p>We respect difference and know we are all equal.</p> <p>We look after our equipment and share it.</p> <p>We look after our environment and never drop litter.</p> <p>We respect the law and the rules of school and society</p>	<p>We follow instructions -first time, every time.</p> <p>We do not tolerate bullying of any kind.</p> <p>We walk sensibly around our school.</p> <p>We line up sensibly.</p> <p>We know who to go to for help and support.</p> <p>We stay safe online and outside school.</p> <p>We use equipment safely.</p>

At Stimpson Avenue Academy, we use the Zones of Regulation throughout the whole school. We want to teach **all** of our children good coping and regulation strategies so they can help themselves when they experience anxiety or stress. In the classroom, sometimes children experience anxiety when faced with a tricky learning problem or challenge. By teaching them how to cope with these feelings might make them better at tackling learning challenges and build better resilience so they don't give up so easily when faced with difficulty.

We want children at Stimpson Avenue Academy to grow into successful teenagers then adults. Teaching the children at a young age about managing their feelings will support them in later life so that they don't turn to negative coping strategies which affect their mental and physical wellbeing.

**We aim to help children to:**

- ⇒ Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- ⇒ Increase their emotional vocabulary so they can explain how they are feeling.
- ⇒ Recognise when other people are in different Zones, thus developing better empathy.
- ⇒ Develop an insight into what might make them move into the different Zones.
- ⇒ Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- ⇒ Develop problem-solving skills and resilience
- ⇒ Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit').





**What are the different Zones?**

**Blue Zone:** low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly.

**Green Zone:** calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.

**Yellow Zone:** heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.

**Red Zone:** heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad

			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Relaxed	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

## Scripted Language to support behaviour management



- ◆ **Use the child's name when you begin to speak to them** - it addresses them and shows them that they have your full attention and that you mean to sort the situation out for and with them.
- ◆ **"I can see something is wrong"** – a phrase like this acknowledges their feelings and helps to reduce the emotion so that you can move on to a more logical conversation.
- ◆ **"I am here to help you"** – a phrase like this offers the child a safe and constructive environment where they know that the point is to resolve the problem that led to the behaviour and not just to punish them for it (though note that while this is important and is most likely to address the issue effectively, it may still be necessary for the adult to issue a consequence so that the child is clear that regardless of the reason for the behaviour, the behaviour itself was not acceptable).
- ◆ **"Talk and I will listen"** - this tactic provides children with a calm option to explain what's on their mind and again is most likely to address the issue that the child had/has effectively, so that the unacceptable behaviour won't be repeated in the future.
- ◆ **"Come with me and we'll talk about it..."** – quite often it will be useful to remove the child from their current setting, gently encouraging them to walk with you or using open arm movements to guide them to sit somewhere quiet and calm.

## Language of Choice and Assertive Discipline



Using Language of Choice and Assertive Discipline In disciplining children, adults are not only seeking to stop an immediate undesirable behaviour, but also to teach them about the impact of their behaviour on themselves and others, and about the power of their own choice. This helps them learn how to avoid the undesirable behaviour (and so also the undesirable consequence) for the longer term. Using 'language of choice' is in contrast to using 'language of demand'. If you demand something of someone, for example "If you don't stop talking now, you'll get a 'time out'!" you are directly prompting one of two natural responses, which is either to:

- ⇒ Resist the demand (and create conflict)
- ⇒ Accede/give in to the demand

Instead, language of choice places responsibility for behaviour with the child, for example, "If you *choose* to interrupt again while I am explaining this you will have to receive a 'time out'. Think about making the right choice. Thank you!" Crucially, this approach bypasses the natural instinct to resist, that can more easily occur when we are simply told what to do, while still leaving the option of a consequence open if the child does not make the right choice.

On the following pages are sample scripts giving the sort of language and guidance that teaching staff at Stimpson Avenue have been trained to adopt. Although Scripts 1, 2 and 3 naturally escalate (so if Script 1 fails to have the desired effect you would tend to step up to Script 2, and so on), depending on the circumstances, you might start with any of the four scripts. You would also, of course, need to amend the name and detail to suit each occasion.

## **Script 1: Statement of Reality** (i.e. simply tell them what you see)



*“Fred, you’re... (e.g. running in the corridor/tapping your pencil on the desk/talking when I’m speaking...)”*

- ⇒ Use a firm but calm voice. This helps to show that you mean business but in a non-confrontational way that might otherwise lead to a defensive response.
- ⇒ Don’t ask ‘why?’ they are doing what they’re doing – It’s confrontational and you don’t need to know why. They just need to know that you’ve noticed it.
- ⇒ After hearing the statement of reality many children will quickly change their behaviour without the need to take the script any further or without attracting a consequence.
- ⇒ Remember to give them ‘take up time’ to think about their behaviour and respond. It may even be desirable to deal with another task or child, to temporarily divert attention away from them, and allow sufficient space and take-up time.
- ⇒ When they are demonstrating a positive change make sure to acknowledge that with praise: “Thank you Fred for... (e.g. walking/putting your pencil down/listening nicely...)” If the child’s behaviour doesn’t change after a reasonable take-up time, move on to Script 2.

## **Script 2: Tell them the behaviour you want to see “**

*“Fred, I need you to...(e.g. walk in the corridor – thank you/ put your pencil down – thank you/ listen when I am speaking – thank you)”*

- ⇒ Be assertive and avoid starting or ending with ‘please’. Use ‘I need you to...’ and end with ‘thank you’ instead. This carries an expectation that they will do as you have asked of them and helps support the idea that your request is not optional.
- ⇒ If you then see a positive change in behaviour, acknowledge it with a further ‘thank you’ or with a gesture (e.g. a smile or a thumbs-up).
- ⇒ Should you not see a positive change in behaviour, move on to using a ‘language of choice’ in Script 3.

### Script 3: Statement using Language of Choice



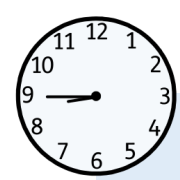
“Fred, you are choosing to behave this way and if you choose to continue to... (e.g. run/ tap your pencil/ speak when I’m speaking) then I will have to [consider a suitable consequence]”

- ⇒ You need to remain calm, without any sense of agitation or lack of control, while making it clear to the child that they are responsible for the consequences of their actions; that what has happened so far and what will follow is their choice.
- ⇒ Be careful to make sure that any consequence you threaten is proportionate to the behaviour, is reasonable in the circumstances and is something that you know you can and will carry through if the behaviour doesn’t change.
- ⇒ You may need to ignore minor secondary behaviour – stomping about, muttering, or a bit of back-chat – the most important thing is that they have made the right choice about their initial undesirable behaviour. Where appropriate, allowing a child to have the last word can help resolve or avoid further conflict and can also be valuable in helping you to role-model grown-up behaviour.
- ⇒ If the child chooses to do the right thing, then you must praise them for making the right choice. This will help them learn that it’s good to do the right thing and that you are pleased with their choice. Every child likes to be praised and acknowledged on the inside, even if they might not show it on the outside: “Well done/Thank you Fred, you made the right choice”
- ⇒ Should the child choose not to do as you have asked, then you must follow through with the consequence that you threatened. This is very important so that the child comes to understand that you mean what you say. Failing to be consistent in carrying out consequences that you have threatened quickly undermines your authority and indicates to the child that they need not listen to your future requests for improved behaviour.
- ⇒ Once a consequence has been issued you should see it through. Don’t cave in to protests, remove or reduce the sanction. If good behaviour follows, then reward that separately, but still maintain the consequence.

### Script 4: Reinforce and depersonalise

“Fred, at Stimpson Avenue we respect and listen so that everyone can learn” Repeatedly referring to whole school expectations can be very helpful in reminding children of an objective set of rules and values which never change. This approach indicates that the request is fair and consistent; it is simply what has always been and what will always be expected, rather than personal ‘against’ them.





## At the start of the day...

### Pupils will...

- Walk to their entrance.
- Stand quietly and wait.
- When the doors open, enter quietly.
- Say good morning to peers and adults.
- Put away belongings quickly and sensibly.
- Find their seat and begin morning work.



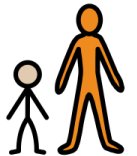
### Why we expect to see this behaviour...

- Providing a calm, purposeful start to the day.
- Ensure all pupils are ready for their learning.
- Children and adults feel valued and welcomed which sets a positive tone for the day ahead.



### School adults will...

- Ensure there is purposeful morning work prepared and ready.
- Open the doors on time. Stand at the door and greet all pupils warmly.
- Engage with parents openly.
- Deal with immediate concerns or arrange a follow up discussion.
- Encourage children to settle quickly through meaningful interactions.
- Support pupils with early morning tasks.



### Sanctions/consequences for not following expectations

- Positive, gentle reminders of the expectations.
- Apply behaviour policy. (*using staged approach*)





## In the classroom...

### Pupils will...

- Quickly and sensibly find their space and settle for the start of the lesson.
- Organise any equipment needed, as instructed by the adult.
- Remain in their allocated space, unless instructed.
- Ensure working spaces are clear and tidy.
- Follow adult instructions first time they are given.
- Actively listen and engage with the learning.
- Show respect to their peers when working in groups.
- Try their hardest with all tasks or activities.
- See mistakes as a part of learning.
- Ask permission before leaving the classroom.



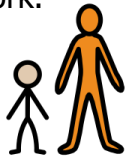
### Why we expect to see this behaviour...

- To create a calm, positive learning environment.
- To ensure pupils make excellent progress.
- To promote pride in pupils' learning.
- To build a collaborative class ethos.



### School adults will...

- Set clear classroom expectations and ensure these are implemented daily.
- Direct pupils to their spaces and encourage them to settle quickly.
- Ensure all resources are prepared in advance.
- Ensure classroom environment is well-organised, clear and tidy. (including teacher desks).
- Provide clear instructions.
- Provide learning opportunities which encourage group work.
- Actively engage with all pupils.
- Model appropriate learning behaviour.



### Sanctions/consequences for not following expectations

- Positive, gentle reminders of the expectations.
- Apply behaviour policy. (*using staged approach*)
- Complete work during break/lunch time under the direction of the class teacher.
- Class teacher to communicate with parents.





## In the playground...

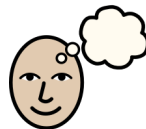
### Pupils will...

- Walk to and from the playground.
- Only play in designated zones and areas.
- Follow all rotas and timetables in place.
- Only eat a healthy snack at breaktime (fruit and vegetables).
- At the first signal, stop and move safely off the equipment.
- At the second signal, walk and line up quietly and sensibly. (quick, straight, facing forward, quiet and listening).
- Interact appropriately with their peers, showing respect and being mindful of personal space.
- Seek adult support when needed.



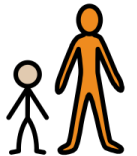
### Why we expect to see this behaviour...

- Playtimes will be enjoyable for children and adults.
- Following the rules and expectations will ensure pupils and adults are safe during unstructured times.
- It will reduce loss of learning time as there will be less incidents.
- Lessons will start on time.



### School adults will...

- Be on time for duty.
- Remain on the playground for the duration of the break time.
- Model healthy eating at breaktimes. (no hot drinks on the playground).
- Actively engage with pupils.
- Demonstrate safe and appropriate use of equipment.
- Follow all rotas and timetables in place.
- Liaise with other staff to cover planned absences.
- Be on time to collect pupils and promptly return them to class to start learning.



### Sanctions/consequences for not following expectations

- Loss of equipment for a period of time decided by the adults.
- Missing a breaktime.
- Spending period of time in a designated area.
- Structured play.
- Informing parents.
- Apply behaviour policy. (*using staged approach*)

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## In the dining hall...

### Pupils will...

- Sensibly walk to, from and in the hall. (waiting quietly and sensibly when needed).
- Find their place and sit quietly.
- Use a quiet voice and only speak to those on your table.
- Put your hand up to get an adults' attention.
- Use table manners—using cutlery.
- Say please and thank you.
- Put their hand up to ask to clear their plate/lunch box.
- Only eat and touch their own food.
- Ask for permission to leave the hall.
- Line up quietly and sensibly to collect hot dinners.
- When signalled, stop immediately, put hand up, remain silent and listen.



### Why we expect to see this behaviour...

- To ensure lunch times are safe, successful and enjoyable.
- To develop and practise life skills.
- To develop social skills.
- To promote healthy, balanced lifestyles.



### School adults will...

- Warmly welcome the pupils into the hall.
- Settle the children (classroom staff)
- Monitor lunches and inform class teachers of any concerns.
- Interact with the children when they are eating.
- Find opportunities to eat alongside the children. (classroom staff)
- Remind pupils about appropriate noise levels.
- Reinforce expectations about walking.
- Role model what is expected.
- Support children with table manners.



### Sanctions/consequences for not following expectations

- Missing a breaktime.
- Moved to a different area
- Spending period of time in a designated area.
- Informing parents.
- Apply behaviour policy. (*using staged approach*)



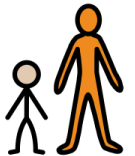
## Moving around the school...

Pupils will...

- Walk (on the left-hand side)
- Listen and wait for their adult to direct them. (when supervised)
- Keep in a single file line.
- Remain quiet.
- Hold doors open to allow others through.
- Greet others when passing (smile, say hello).
- When using the stairs, keep to the left. (one class at a time)

School adults will...

- Consistently teach the expectations.
- Model the expectations for the pupils.
- Revisit and reteach expectations when needed.



Why we expect to see this behaviour...

- To keep pupils and adults safe at all times.
- To promote life skills.
- Demonstrates a calm environment.
- Shows that we respect and trust each others

Sanctions/consequences for not following expectations

- Gentle, consistent reminders.
- Model and work alongside pupils to support.
- Apply behaviour policy. (*using staged approach*)



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## In the garden...

### Pupils will...

- Walk at all times.
- Respect the environment—keeping off the planted areas, picking up any rubbish.
- Interact appropriately with their peers, showing respect and being mindful of personal space.
- Only enter the garden when there is an adult present.
- Behave in a calm and sensible manner.



### Why we expect to see this behaviour...

- Show respect for the environment.
- Use of the garden will be enjoyable for children and adults.
- Following the rules and expectations will ensure pupils and adults are safe.



### School adults will...

- Model the appropriate behaviour.
- Remind pupils consistently of the expectations within the garden.
- Ensure there is adequate supervision within the garden.
- Actively engage with pupils.
- Demonstrate safe and appropriate use of any equipment.



### Sanctions/consequences for not following expectations

- Gentle, consistent reminders.
- Model and work alongside pupils to support.
- Apply behaviour policy. (*using staged approach*)
- Time out from the garden

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## End of the day routines...

### Pupils will...

- Collect their belongings quickly, calmly and sensibly.
- Clear their work space and ensure it is left tidy.
- Line up quietly and sensibly.
- Wait for adult instruction before leaving the classroom.
- Ensure they take all belongings when leaving.
- Stay with their adult once collected.
- Promptly leave the school site.



### Why we expect to see this behaviour...

- To ensure pupils are collected safely.
- Avoids parents having to wait.
- Provides a positive end to the school day.
- Gives an opportunity for class teachers to liaise with parents if needed.



### School adults will...

- Follow all safeguarding procedures for dismissing pupils—if in doubt, seek support from a member of SLT or DSL.
- Communicate with class teachers regarding any changes to school pick up arrangements.
- Know who is collecting pupils prior to the end of the day. (including list of pupils with permission to walk alone).
- Ensure the lesson is stopped to provide sufficient time for pupils to prepare for the end of the day.
- Monitor cloakroom activity.
- Give pupils clear instructions about the expectations.
- Take any pupils who have not been collected to the designated area/staff member.
- Ensure all immediate concerns (e.g. behaviour/first aid) have been shared.
- Open the door/dismiss at the correct time.
- Ensure discussions with parents take place away from other parents.



### Sanctions/consequences for not following expectations

- Gentle, consistent reminders.
- Model and work alongside pupils to support.
- Apply behaviour policy. (*using staged approach*)

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## During PE...

### Pupils will...

- Attend school with the correct PE kit on the right day.
- Remove any jewellery and ensure hair is tied up.
- Walk to and from the hall sensibly.
- Use equipment safely, following adult direction.
- Actively participate in the lesson.
- Work as part of a team.



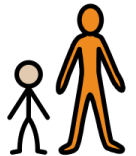
### Why we expect to see this behaviour...

- To ensure PE lessons are safe.
- To keep pupils fit and healthy.
- To promote healthy lifestyles.
- To develop sportsmanship—understand that we cannot always win.



### School adults will...

- Wear appropriate PE kit. (changing into kit for lessons)
- Monitor appropriate noise levels, depending on the lesson content.
- Provide appropriate activities for pupils without kit (see PE observation form).
- Encourage all children to achieve their personal best.
- Model appropriate learning behaviour.
- Liaise with class teacher regarding pupils without kit.



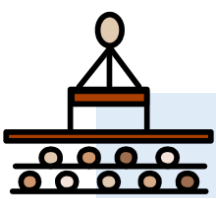
### Sanctions/consequences for not following expectations

- Gentle, consistent reminders.
- Model and work alongside pupils to support.
- Apply behaviour policy. (*using staged approach*)

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## Assemblies...

### Pupils will...

- Walk to and from assembly quietly .
- Enter the hall silently.
- Sit sensibly, quietly and wait for the assembly to begin.
- Remain quiet throughout the assembly, listening carefully.
- Celebrate the success of others sensibly. (clapping sensibly)
- Join in with the school motto.
- Remain quiet as classes are dismissed.



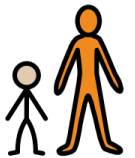
### Why we expect to see this behaviour...

- Promotes a calm, purposeful atmosphere.
- Celebrating the achievement of others.
- An opportunity for learning.
- Building community and team spirit.
- Develop a better understanding of the school values.



### School adults will...

- Model and reinforce the expectations placed on the children.
- Arrive to assembly on time.
- Provide gentle reminders to pupils when needed.
- Carefully consider positioning of pupils.
- Make reasonable adjustments for pupils who need support.
- Take the opportunity to celebrate **all** pupils' achievements.



### Sanctions/consequences for not following expectations

- Gentle, consistent reminders.
- Miss part of break/play (appropriate to age of pupil)
- Model and work alongside pupils to support.
- Apply behaviour policy. (*using staged approach*)

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